

2002-2003 ADMINISTRATIVE MANUAL FOR FEDERAL DISCRETIONARY PROGRAMS

**Comprehensive School Reform (CSR) Program
Homeless Children and Youth Program
Even Start Family Literacy Program**

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NATIONAL EDUCATION GOALS

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.
2. By 2013-2014, all students will be proficient in reading by the end of third grade.
3. All limited English proficient students will become proficient in English.
4. By 2005-2006, all students will be taught by highly qualified teachers.
5. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
6. All students will graduate from high school.

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INTRODUCTION

This consolidated guidelines manual provides administrative information for the following federal programs:

- Comprehensive School Reform (CSR) Program
- Homeless Children and Youth Program
- Even Start Family Literacy Program

In keeping with Missouri's Consolidated State Plan submitted to the U.S. Department of Education, the Department of Elementary and Secondary Education (DESE) has designed a consolidated application for the discretionary grants listed above. We have made a sincere effort to simplify the school district's submission of required information and to make the application procedure more accessible through a web document that can be downloaded, completed, and returned as a paper copy. The alignment of federal project expenditures to the Missouri School Improvement Program (MSIP) standards and indicators will directly link these projects to the goals and strategies of a district's Comprehensive School Improvement Plan (CSIP).

The remaining sections of this manual provide general guidelines applicable to all of the discretionary consolidated programs and program-specific guidelines that describe requirements of individual programs in the discretionary consolidated application.

GENERAL GUIDELINES

FISCAL AND COMPLIANCE AUDITS

All school districts must arrange for an independent audit of their records, at least biennially, and provide a copy of the audit to the DESE School Finance Section by October 31 following the audit period.

APPLICATION

School districts applying for competitive discretionary funds must annually submit an application. Continuation applications are available for the Comprehensive School Reform (CSR) Program for years two and three and for the Even Start Family Literacy Program for years two to four and for years six to eight. **Funds may not be obligated for a given year until July 1 or the date a substantially approvable application is received by DESE, whichever comes later.**

To be eligible to compete for a discretionary grant, the school district/agency must have submitted a consolidated application with a signed assurances page (original signature).

All required components are to be received by DESE at the same time. Since most of the discretionary grants are competitive, all components must be available for the grant readers.

BUDGET AMENDMENTS

A school district may amend the approved budget throughout the year. DESE will not accept any written requests for preapprovals.

FINAL EXPENDITURE REPORT (FER)

A school district/agency with an approved project must submit the FER no later than May 15th.

Cumulative transfers among approved object codes may not exceed 10 percent of the currently approved total budget within each of the approved programs. Expenditures in excess of the approved budget or of the allowable variations are the responsibility of the school district.

Certain discretionary grants require end-of-the-year reports, such as project evaluation reports, local independent evaluations, case studies, and/or computer programs to be submitted to other agencies. These end-of-the-year reports are also due no later than 30 days after the ending date of the project.

ENDING DATE OF PROJECT

All project activities and obligations must conclude by June 30.

OBLIGATION OF FUNDS

School districts may use grant funds only for obligations made during the grant period. The following table shows when an obligation is made for various kinds of property and services.

If the obligation is for -	The obligation is made -
<ul style="list-style-type: none">• Rental of real or personal property• Personal services by an employee of the school district• Personal services by a contractor who is not an employee of the school district• Performance of work other than personal services• Public utility services• Travel	<ul style="list-style-type: none">• When the school district uses the property• When the services are performed• On the date in which the school district makes a binding written commitment to obtain the services*• On the date in which the school district makes a binding written commitment to obtain the work• When the school district receives the services• When the travel is taken

* If this commitment is made before the grant period, the district must include in the commitment letter or contract the following type of statement: "The provision of payment for these services is contingent on the availability of federal or state funds and approval for the use of those funds by DESE."

PAYMENT SCHEDULE

Payments for all grants will be made monthly according to the following payment schedule.

AUGUST	10%	JANUARY	10%
SEPTEMBER	5%	FEBRUARY	10%
OCTOBER	5%	MARCH	10%
NOVEMBER	20%	APRIL	5%
DECEMBER	10%	COMPLETION	15%

The final payment for all grants will be transferred upon DESE approval of the Final Expenditure Report (FER) and any additional end-of-the-year reports required by specific grants.

INDIRECT COSTS

Indirect costs are calculated by multiplying total direct costs (less costs for capital outlay and interest) by the approved school district restricted indirect cost rate. School districts may use no more than the restricted indirect cost rate for the discretionary grants. **The Even Start Family Literacy Program does not allow indirect cost.**

ACCOUNTING REQUIREMENTS

Separate and identifiable accounting records for receipts and expenditures in each program must be maintained. Records of both obligations and expenditures are to be kept separately by expenditure code. If staff is paid with grant funds (stipends for workshop attendance or hourly rates for out-of-contract time), there must be documentation of time for payment purposes (sign-in forms for workshops and hours listed for out-of-contract time).

The school district may not combine funds under Titles I, II, III, IV, VI, Migrant Education Program, and Even Start Family Literacy Program, except as they are used in an administrative pool or a schoolwide program. When funds are used in an administrative pool or a school wide program however, the school district must develop a separate source code for reporting expenses to each of these fiscal strands. Funds from Comprehensive School Reform (CSR) and Homeless Children and Youth Program cannot be placed in an administrative pool.

REVENUE CODES

The following revenue codes should be used by school districts for discretionary funds received from the federal government through the Department of Elementary and Secondary Education:

Comprehensive School Reform (CSR) Program	5497
Homeless Children and Youth Program	5469
Even Start Family Literacy Program	5476

PROGRAM RECORDS

All records must be retained:

- for three years after the close of the fiscal year in which funds were expended
- until any pending audits have been completed
- until all findings and recommendations arising from audits or monitoring have been completely resolved

INVENTORY CONTROL

All materials and capital outlay costing \$1,000 or more per unit/set are subject to specific inventory management and control requirements as follows:

1. Items acquired using federal or state monies shall be physically marked by source of funding.
2. Inventory must be current and available for review and audit. The following information must be included:
 - a description of the property, including manufacturer's model number, if any
 - manufacturer's serial number or other identification number
 - identification of the funding source under which the property was acquired
 - acquisition date and unit cost
 - source of property (company name)
 - percentage of federal funds used in the purchase of the property
 - present location, use, condition of the property, and date the information was reported

- all pertinent information on the ultimate transfer, replacement, or disposition of the equipment
3. Inventory must be updated as items are purged or new purchases are made.
 4. Adequate safeguards must be in effect to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated and fully documented. The school district is responsible for replacing or repairing lost, damaged, destroyed, or stolen property. If stolen property is not recovered, the school district should submit copies of the investigative report and insurance claim to DESE. Replaced equipment is automatically considered discretionary grant equipment and should be inventoried accordingly.
 5. Adequate maintenance procedures must be implemented.
 6. A physical inventory of items must be taken and the results reconciled with the inventory records at least once every two years.

DISPOSITION OF CAPITAL OUTLAY

Equipment is all property costing over \$1,000 that is electrical or mechanical in nature and which would normally be repaired instead of discarded or replaced. Equipment with an acquisition cost of **less than \$2,000** which is at least five years old and no longer effective may be purged or transferred to the school district at no cost upon DESE approval. Records of transferred equipment must be retained for three years from date of transfer. The written request to purge or transfer must include:

- item
- date of acquisition
- original cost
- reason for purge or transfer
- anticipated use

School districts must request from DESE disposition instructions for capital outlay with an acquisition cost of **\$2,000 or more** per unit.

School districts given permission to purge equipment less than five years old will not be given approval to purchase similar equipment until the five-year period has ended.

MATERIALS AND SUPPLIES

Except for summer programs, purchases of materials and supplies should be completed by March 30.

STUDENT PRIVACY AND SOCIAL SECURITY NUMBERS

The Privacy Act of 1972, among other things, established the criteria by which an organization can legitimately request certain kinds of personal information from its patrons. In the case of Social Security numbers, the law is interpreted to mean that any organization or agency wishing to use this number must have a legitimate reason for doing so. Employers, for example, may require it in order to comply with reporting obligations to the Internal Revenue Service.

Since public school districts have no such obligations, that is, no legitimate reason for having the number, they may **not** require or even suggest students provide a Social Security number to enroll in school. While having the number may be a convenience, requiring it is in clear violation of the law (page seven of the Resource Section).

Certain entities with which many schools are associated can and do legitimately require Social Security numbers. Two common ones are social services, such as Medicaid, and college and university scholarship sources. In these cases, schools can explain the reasons for using Social Security numbers, and instruct the student or parent wishing to apply for the service to do so directly, *without giving the number to the school*. Some other services used by schools, such as the state Dropout Hotline, request Social Security numbers but cannot require them; here again the number is used as a convenience.

In summary, schools should take the following steps to ensure that no one is discouraged from enrolling in public school:

- Remove all blanks for Social Security numbers from enrollment forms and other school documents.
- Instruct all district staff, both professional and support, that Social Security numbers are not required of students to enroll in school, *or to apply for and receive free or reduced lunches*.
- Refrain from asking for any other information or documents that can be tied to U.S. residency.

PARTICIPATION OF PRIVATE SCHOOL CHILDREN AND EDUCATORS

School districts are encouraged to discuss with private schools the services that may be provided to eligible private school children, their teachers, or other educational personnel. Services to nonpublic school children must be performed on public or neutral grounds if applicable to a specific discretionary program. The Constitution and laws of the State of Missouri and federal laws apply. If you have specific questions about the participation of private school children and educators, please call the Director of Federal Discretionary Grants at (573) 526-3232.

CONTROL OF PUBLIC FUNDS

The public school district controls funds, employment, and contracts used to provide services to nonpublic students. Services shall be provided by employees of a public agency or through contract with an individual, association, agency, or organization independent of the private school and any religious organization. The district makes the final decision with respect to the services provided to nonpublic children with funds from the federal or state discretionary programs.

COMPLAINT RESOLUTION PROCEDURES

School districts must have board-adopted, written procedures to resolve allegations of violations of requirements under the federal or state programs. The procedures should be made known and a copy maintained in each building. DESE has adopted written procedures in the event that a complainant disputes a school district decision. Districts must disseminate, free of charge, adequate information about the complaint procedures to parents of students and appropriate private school officials or representatives. Copies of these procedures are available upon request to the Director of the Federal Discretionary Grants Section.

SUSPENSION OF APPROVAL

When DESE finds that a school district receiving funds under a federal or state program has failed to comply with legal requirements or with the approved application, corrective action must be taken immediately and documentation must be submitted to DESE within a reasonable period of time (generally within two months). Failure to respond adequately will result in either or both of the two following actions:

- suspension of further payments for the noncompliant program until appropriate documentation is provided
- denial of the use of funds for all or part of the cost of the program activity not in compliance.

PUPIL TRANSPORTATION IN VEHICLES OTHER THAN SCHOOL BUSES

5 CSR 30-261.045

PURPOSE: Section 304.060, RSMo, authorizes vehicles other than approved school buses to be used for transportation of students. This rule establishes standards for transportation in other than approved school buses.

(1) Requirements for transportation of students in vehicles designed for transporting more than ten (10) passengers including the driver.

(A) After July 1, 2001, newly purchased, newly leased, newly placed into service, newly contracted vehicles or vehicles replaced under contracted services with a rated capacity, as defined by the manufacturer, to carry more than ten (10) passengers including the driver that are used to transport students to or from school or to transport students to or from any place for educational purposes or school purposes shall meet state and federal specification and safety standards applicable to school buses. Contract common carriers meeting federal Department of Transportation standards may be used for field trips as outlined in section (3) of this rule.

(2) Requirements for transportation of students in vehicles designed for transporting ten (10) passengers or less including the driver.

(A) The number of passengers, including students and driver, that may be transported at any one (1) time shall be limited to the number the manufacturer suggests as appropriate for that vehicle in accordance with section 304.060, RSMo, or if not posted in the vehicle, then limited to the number of seat belts in the vehicle.

(B) The driver and each passenger shall be properly secured with the appropriate seat restraint at all times while the vehicle is in motion.

(C) Motor vehicles designed for enclosed passenger transportation may be used subject to approval by the local board of education.

(D) Motor vehicles shall be licensed according to law and shall display a current state safety inspection sticker.

(E) The driver of a district owned or district contracted vehicle shall have a valid Missouri operator's license for the motor vehicle and comply with section 302.272, RSMo, and 5 CSR 30-261.010(2)(A)1-3, not to include a parent or guardian transporting only their children under a written contract with the district and who is not compensated by the district. The parent or guardian shall have a valid Missouri operator's license for the vehicle operated as per 5 CSR 30-261.010(2)(A).

(F) The driver of a privately owned vehicle who is not compensated by the school district to transport students to and from school or school related events shall have a valid Missouri operator's license for the vehicle operated as per 5 CSR 30-261.010(2)(A). This shall include any person who transports school children as an incident to employment with a school or school district, such as a teacher, coach, administrator, secretary, school nurse, or janitor unless such person is under contract with or employed by a school or school district as a school bus operator as per section 302.010 (19), RSMo. Compensation shall be defined for the purpose of this section as any reimbursement received by the driver that exceeds the

average cost of operating a car per mile as established by the American Automobile Association.

(G) Motor vehicles shall have liability insurance coverage in accordance with section 537.610, RSMo, and as required by the local board of education.

(H) When transportation service in motor vehicles other than those licensed as school buses is contracted, there shall be a written contract between the district and the individual or firm providing the service.

(3) Requirements for Transportation of Students in Authorized Common Carriers.

(A) Authorized common carriers shall only be used to transport students to and from field trips or other special trips for educational purposes and shall not be used to transport students to and from school. Authorized common carriers, as used in this rule, are over-the-road intercity-type coaches equipped with reclining seats, air conditioning and restroom facilities, and holding authority from the Missouri Department of Economic Development, Division of Motor Carrier and Railroad Safety, or the Federal Motor Carrier Safety Administration.

(B) There shall be a written contract between the district and individual or firm providing the vehicle.

(C) All contracts with authorized common carriers shall include:

1. Proof of liability insurance in the amount of five (5) million dollars per accident; and
2. Proof of safety inspection and compliance with applicable federal Motor Carrier Safety Regulations.

(D) The driver of an authorized common carrier shall hold a valid Missouri commercial driver's license or a similar license valid in any other state and shall comply with all applicable driver qualifications of the federal Motor Carrier Safety Regulations.

If you have any questions regarding the above information, refer to the School Transportation Administrator's Handbook found on the following website:

<http://www.dese.state.mo.us/divadm/trans/adminhandmenu.html>

Comprehensive School Reform (CSR) Program As Part of Title I No Child Left Behind Act of 2001

Specific Guidelines

INTRODUCTION

The purpose of the program is to provide financial incentives for schools that need to substantially improve student achievement (particularly Title I schools) to implement comprehensive school reform programs that are based on reliable research and effective practices, and include an emphasis on basic academics and parental involvement. These programs are intended to stimulate schoolwide change covering virtually all aspects of school operations, rather than a piecemeal, fragmented approach to reform. Thus, to be considered comprehensive, a program must integrate, in a coherent manner, eleven specific components listed in the legislation. Through supporting comprehensive school reform, the program aims to enable all children in the schools served, particularly low-achieving children, to meet challenging State content and student performance standards.

The CSR legislation and Title I schoolwide programs is designed to support in a coordinated fashion comprehensive education improvement strategies to enable all children -- including children from low-income families, children with limited English proficiency, and children with disabilities -- to reach challenging academic standards. There is a special emphasis in the CSR legislation on supporting the initial implementation of comprehensive school reform programs that have a strong research basis and that have been successfully replicated. CSR resources should be coordinated with other Federal funds, as well as State, local, and private resources, to leverage school improvement, particularly in Title I schools.

ELIGIBLE APPLICANTS

Public LEAs are eligible to compete for two kinds of CSR awards through applications to their State Education Agencies (SEAs).

1. Funds are authorized under Title I, Part A, of the No Child Left Behind Act. Only LEAs eligible to receive Title I, Part A, funds may apply under this authority. Section 1502 funds make up about 80 percent of the CSR funds available to states.
2. Funds for the Improvement of Education (FIE) are authorized under Title V Part D of the No Child Left Behind Act. Any LEA may apply for these funds.

LEAs will identify in their application which schools will be served by the CSR program. However, a State may choose which schools to fund among those included in an LEA's application. Public charter schools are eligible for CSR program participation, but nonpublic schools cannot participate.

GRANT AWARDS

A competitive review process will be implemented for each first-year application. These applications will be reviewed and rated by a panel of experts. The applications determined through the competitive review process to be of the highest quality will be selected for awards. After the first year, each grant can be renewed twice based on the state's evaluation of improvement of student achievement.

SELECTION CRITERIA AND TARGET RESOURCES

Schools will be selected on both the need for reform and quality of the proposed school reform program. Under the "need for reform" category, the following kinds of schools can be given competitive funding preference:

- Schools identified for improvement under Title I regulations
- Schools with high dropout rates and other categories of need
- Schools in different geographic regions of the state
- Schools serving different grade levels

Under the "quality of the proposed school reform program" category, a school must intend to implement a high-quality, well-defined, research-based comprehensive school reform program that incorporates the eleven required components.

A comprehensive school reform program is one that integrates, in a coherent manner, **all** eleven of the following components:

- **Effective, research-based methods and strategies:** A comprehensive school reform program employs innovative strategies and proven methods for student learning, teaching, and school management that is based on scientifically based research and effective practices, and have been replicated successfully in schools with diverse characteristics.
- **Comprehensive design with aligned components:** The program has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students -- including children from low-income families, children with limited English proficiency, and children with disabilities -- to meet challenging State content and performance standards and addresses needs identified through a school needs assessment. In order for the model to be deemed comprehensive, it must impact all students in the building.
- **Professional development:** The program provides high-quality and continuous teacher and staff professional development and training.
- **Measurable goals and benchmarks:** A comprehensive school reform program has measurable goals for student performance tied to the State's challenging content and student performance standards (as those standards are implemented) and benchmarks for meeting the goals.
- **Support within the school:** The program is supported by school faculty, administrators, and staff.
- **Parental and community involvement:** The program provides for the meaningful involvement of parents and the local community in planning and implementing school improvement activities.
- **External technical support and assistance:** A comprehensive reform program utilizes high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement.
- **Evaluation strategies:** The program includes a plan for the evaluation of the implementation of school reforms and the student results achieved.

- **Scientifically Based Research:** To significantly improve the academic achievement of students participating in the same model as compared to students in schools who have not participated in the same model.
- **Support is provided:** for teachers, principals, administrators, and other school staff
- **Coordination of resources:** The program identifies how other resources (Federal, State, local, and private) available to the school will be utilized to coordinate services to support and sustain the school reform.

SCIENTIFICALLY BASED RESEARCH AND EFFECTIVE PRACTICES

A comprehensive school reform program must employ innovative models and strategies and proven methods to improve teaching and learning that are based on scientifically based research and effective practices and that have been replicated successfully. A clear definition of what constitutes scientific evidence of effectiveness is critical to the successful selection and implementation of scientifically based school reform models. Scientifically based can provide evidence along these dimensions:

- **The theoretical or research foundation for the program:** A theory or research findings explain why a comprehensive model and the practices included in the model work together to produce gains in student performance;
- **Evaluation-based evidence of improvements in student achievement:** Evidence of educationally significant improvement is shown through reliable measures of student achievement in major subject areas before and after model implementation;
- **Evidence of effective implementation:** Implementation is a description of what it takes to make the model fully operational in schools;
- **Evidence of replicability:** Replicability means that the model has been successfully implemented in more than one school;
- **Evidence of support:** Extend professional development at all professional levels within the building implementing the model.

ALLOWABLE USES OF FUNDS

The CSR program is intended to stimulate schools to revamp their overall educational programs by implementing long-term comprehensive school reform models. A CSR program should not be viewed as an "add on" program; nor are CSR funds intended to support the full implementation of school reform. Instead, at the school level, the CSR program supports the costs associated with the implementation of the comprehensive reform program the school has selected or designed.

The CSR program is intended to implement programs, which have not been previously implemented in the building.

As with other federal programs under the No Child Left Behind Act a school may apply for waivers if requirements impede the school's ability to carry out its comprehensive school reform plan.

An LEA may use CSR funds to cover reasonable and necessary expenses for administration, technical assistance, and evaluation activities; however, administrative funds can only be deducted from any school's minimum annual allotment of \$75,000 as Indirect Cost.

CSR funds must be used to supplement, and not supplant, Federal, State, and local funds that LEAs and schools would otherwise receive. Unlike most supplement, not supplant provisions, the CSR supplanting prohibition also applies to Federal funds. In other words, an SEA or LEA

may not decrease the resources that would otherwise be available to a school from any other source because that school is receiving CSR funds. Furthermore, the supplanting prohibition may not be waived.

MODELS AND TECHNICAL ASSISTANCE PROVIDERS

Congress realized that few models would contain all eleven required components for a CSR program or fulfill the unique needs of all schools. Therefore, Congress was careful not to exclude locally developed or other research-based models either as models for reform or as having usable components that would supplement "off the shelf" models. Some potential CSR models can be viewed at the Northwest Regional Educational Laboratory at <http://www.nwrel.org/scpd/catalog/index.shtml>

Likewise, LEAs and schools have a number of options in selecting technical assistance providers. School reform experts from Comprehensive Assistance Centers and Regional Laboratories are qualified technical assistance providers. University personnel and training consultants representing the selected model are fee-based options.

ALLOWABLE USE OF FUNDS

Any awards, incentives, or field trips that are approved must be educationally based and can not be for entertainment purposes. Trips to amusement parks, ball games, skating rinks or t-shirts, cups and other trinkets are not allowable.

Funds may be spent only for the items and amounts approved in the grant, but total budget expenditure variation among expense objects of ten percent will be allowed without an amendment. An awarded applicant may amend the approved budget throughout the year.

EVALUATION

LEAs must annually evaluate the implementation of comprehensive school reform programs and measure the results achieved in improving student academic performance. The LEAs should use the results of their evaluations to improve programs in schools with poor performance and share the successes of schools with high performance.

For purpose of evaluation, MAP data can be used. However, MAP scores cannot be the only method of evaluation used, because MAP results will not be received in time to evaluate a program accurately. At a minimum, locally used tests and locally developed assessments may be used.

LEAs should consider the following in developing their evaluations:

- **Student performance data:** Performance measures should be clearly related to the intended outcomes of the comprehensive school reform programs implemented in the State and should produce quantitative and qualitative data that include, but are not restricted to, student achievement. Performance measures in a school implementing a comprehensive school reform program should be compared with past performance at the same site, performance at similar sites within the district, or against national, State, or local student performance standards. The evaluation should rely on the same assessments being used to assess all students against challenging State standards and those serving as the assessments for accountability in Title I. These can be supplemented by local or school-developed assessments of student performance. For purpose of evaluation, MAP data can be used, however, MAP scores can not be the only method of evaluation used because MAP results will not be received

in time to evaluate activity accurately. To the extent feasible, assessment results should be disaggregated by the categories specified in Title I to examine the impact of reform on targeted groups. LEAs may wish to monitor the extent to which comprehensive school reform programs have affected other indicators of school performance, such as attendance, grade promotion, graduation, suspension and expulsion rates, course-taking patterns, and parental involvement.

- **Program implementation data:** Research has consistently shown that implementation is a powerful factor in the success of school reform programs. Comprehensive reforms can succeed if they are implemented well, with particular attention focused on start-up activities and long-term maintenance. Areas that should be tracked for implementation include stakeholder support, parental participation, continuous staff development, staff support, and monitoring for performance. LEAs should consider gathering information on the nature and extent to which schools receive external technical assistance in implementing the program, the sources of the technical assistance, and the perception of its usefulness in furthering the implementation and impact of the program.

First year buildings will be responsible for submitting a project evaluation report, based on program implementation, to the SEA by the required due date. This evaluation will be used by the SEA to determine continued funding. Second and third year buildings will also be responsible for submitting a project evaluation report based on program implementation and how that has impacted student achievement/educational success. These evaluations must also be submitted to the SEA by the required due date. Continued funding for second year buildings will be based on the annual evaluation submitted to the SEA.

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Homeless Children and Youth Program

Title X – C McKinney-Vento Homeless Assistance Act Title VII-B (Sections 721-726) as amended by the No Child Left Behind Act of 2001 (Public Law 107-110)

Specific Guidelines

INTRODUCTION

Title VII-B, Education for Homeless Children and Youth, of the McKinney-Vento Homeless Assistance Act (McKinney Act - P. L. 107-110) as amended by the No Child Left Behind Act of 2001, provides state education agencies with grant funds to carry out policies ensuring homeless children and youth access to a free, appropriate public education including a public preschool education which is provided to the children of a resident of a state and is consistent with the state's school attendance laws. In addition, funds are used to review and revise the residency requirements of compulsory state school attendance laws if these laws present barriers to free and appropriate education of homeless children and youth.

Under the McKinney Act, each state is required to:

- ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, provided to other children and youth;
- review and undertake steps to revise such laws, regulations, practices, or policies having a compulsory residency requirement as a component that may act as a barrier to enrollment, attendance, or success in school of homeless children and youth and to ensure them the same free, appropriate public education provided to other children and youth;
- ensure that homelessness alone should not be sufficient reason to separate students from the mainstream school environment; and
- ensure homeless children and youth access to education and other services such children and youth need to meet the same challenging state student performance standards to which all students are held.

DISTRICT HOMELESS COORDINATOR

Every school district in the state must designate a board appointed Homeless Coordinator. The homeless coordinator must work to ensure that homeless children and youth have equal access to the same free public education as is provided to other children and youth.

The district Homeless Coordinator responsibilities include:

- assist with immediate enrollment of homeless children and youth and provide assistance with obtaining academic and medical records;
- make school placement decisions on the basis of the best interest of the child and wishes of the parent, guardian, or unaccompanied youth (if the school of best interest is different than the parent or guardian or unaccompanied homeless youth's wishes, then a written statement explaining the school placement decision and the appeal rights must be provided to the parent, guardian, or unaccompanied homeless youth);
- handle enrollment disputes (homeless children or youth must be enrolled in the school in which the parent, guardian, or unaccompanied homeless youth seeks enrollment during the dispute and the coordinator will carry out the state's grievance procedure as quickly as possible after receiving notice of the dispute);

- prohibit the segregation of homeless children and youth;
- provide/arrange transportation and inform the parent, guardian, or unaccompanied homeless youth of the transportation services the school district must make available and assist the homeless children and youth in accessing transportation to and from school;
- inform parent, guardian, or unaccompanied homeless youth of the educational and related opportunities available to them;
- disseminate public notice of the educational rights of homeless children and youth in places homeless children and youth receives services (soup kitchens, shelters, salvation army, school, PAT areas, food pantries, community organizations, etc.) (The school district and phone number of the homeless coordinator may also be listed on the notice for contact information).

ELIGIBLE APPLICANTS

School districts who have an identified homeless population of 20 or more homeless children and youth per year are eligible to apply, on a competitive basis, for grant funds to provide educational support activities for homeless children and youth.

Identification of Homeless Children and Youth: A homeless individual is one who:

- A. lacks a fixed, regular, and adequate nighttime residence; and
- B. includes--
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

The first category may include some individuals who have moved in with others, and consideration of each individual case, along with the permanency of the situation, will probably be needed in order to identify those who are homeless.

In 1995, the U.S. Department of Education issued non-regulatory guidance, which included the following:

- Children in foster care should not be considered homeless unless they are temporarily placed in foster care because of lack of shelter space.
- Children who are runaways should be considered homeless even if their parents have provided or are willing to provide a home for them.
- Children who are “throwaway children” should be considered homeless until a fixed, regular and adequate residence is established for them.
- All abandoned children are homeless until a fixed, regular and adequate residence is established.
- Children who live with friends or relatives because of loss of housing or other similar situation should be considered homeless.

- Children living in “doubled up” families may be considered homeless if the family is doubled up or tripled up because of loss of housing or a similar situation.
- School aged, unwed mothers or mother-to-be who reside in a home for unwed mothers should be considered homeless if they have no other available living accommodations.
- Migrant children should not be considered homeless unless they meet the definition in the McKinney Act.

Student Privacy and Social Security Numbers: Refer to page seven for information regarding these guidelines.

School Assignment of Homeless Children and Youth: The McKinney-Vento Homeless Assistance Act, Subtitle VII-B of 2001, requires that states assure that local education agencies enroll homeless children and youth **immediately** in the school of their best interest. Every effort should be made to provide for continuity of the student’s education.

It may be in the student’s best interest to continue enrollment in the school of origin. School of origin may be defined as the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled. To the extent feasible, a homeless child or youth should remain in the school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian. It may, however, be in the child’s or youth’s best interest to enroll in the school of the attendance area of the current residence. In determining the best interests of the child or youth, the local education agency shall comply, to the extent feasible, with the request made by a parent or guardian regarding school selection. The choice regarding assignment shall be made regardless of whether the child or youth is living with the homeless parents or has been temporarily placed elsewhere by the parents, or whether the child or youth is unaccompanied. If the school district sends a child or youth to a school other than the school of origin or a school requested by the parent or guardian, the school district shall provide a written explanation including the right to appeal the decision, to the parent or guardian. In the case of an unaccompanied youth, the homeless coordinator (designated by the school district) shall assist in placement or enrollment decisions while considering the views of the unaccompanied youth and providing notice to the youth of the right to appeal.

The homeless child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. The term "enroll" and "enrollment" includes attending classes and participating fully in school activities. The enrolling school shall immediately contact the school last attended by the child or youth to obtain relevant academic and other records. If the child needs to obtain immunizations, or immunization or medical records, the enrolling school shall immediately refer the parent, guardian, or unaccompanied youth to the district homeless coordinator who shall assist in obtaining necessary immunizations or medical records.

If the school of best interest and the current residence are in different school districts, the local Homeless Coordinators of the two districts should work together to facilitate the placement.

Placement in Appropriate Level of Instruction: Placing a student at the appropriate class level or level of instruction when he/she enters school is always a challenge; however, it is a special challenge for a child with no records from the school(s) previously attended. In such situations for homeless children and youth, school personnel are urged to do a quick,

appropriate assessment of the child's strengths, weaknesses, and achievements and then make the best possible temporary placement until more information is available. If records are not received in ten or more school days, the State Homeless Coordinator may be contacted for assistance in resolving the matter.

Maintaining and Sharing Appropriate School Records: Schools must use great care in maintaining and keeping up-to-date records on children identified as homeless. Given the transiency of homeless students, copies of cumulative records, or other evidence of placement or special needs, may be given to the parent as allowed under the Family Education Rights and Privacy Act (FERPA). Upon the enrollment of a homeless child, a school is encouraged to accept copies of records, or other evidence of placement provided by the child's parent, for purposes of immediate placement and delivery of education and support services. Thereafter, the receiving school should request copies of the official records from the school of origin. The availability of records to requesting school districts should be handled as expeditiously as possible. It is recommended that school districts use such avenues as the telephone, fax machines and express mail services for verification of test scores, immunization records, and program eligibility, with the understanding that for those records transferred by electronic means, a hard copy of the document will be mailed as quickly as possible. **Lack of school records must not delay the enrollment of a homeless child. If a parent or caregiver needs to request/obtain another copy of a child's birth certificate a reasonable amount of time should be given to the parent or caregiver to do so.**

Testing: Testing of homeless students should be done as quickly as possible when the need becomes apparent for such testing. Districts are encouraged, however, to obtain all relevant information about prior testing to avoid duplication. Possible methods of obtaining this information include phone contact with the school principal or the Homeless Coordinator in the previous district, interviews with the parents and/or student, and review of any available records, which may indicate test results. Other valuable information can be obtained quickly through informal assessment procedures, including interviews, oral readings, and other techniques used by school counselors, special education teachers, and Title I teachers.

Immunization Records: Securing required immunizations and maintaining the proper records of the immunizations may be a special problem for homeless children and families. The Missouri Department of Health develops rules regarding specific requirements. Schools must maintain a student's record of required immunizations. Currently, Missouri law requires that children have proof of immunizations before they can enroll in school. **However, there is a 24-hour grace period for homeless children and youth which means a homeless child or youth should be enrolled without immunization records.** If a homeless child's or youth parent or guardian, or unaccompanied homeless child or youth produces satisfactory evidence of having begun the process of immunization (using an "in progress" card), the child or youth may continue to attend school as long as the immunization process is being accomplished in the prescribed manner. An "in progress" card can be obtained by contacting the Missouri State Department of Health Public Information and Education Coordinator at (573) 751-6133. According to the Missouri State Department of Health, county health departments are required to immunize homeless students immediately upon request, without appointments, to assure immediate acceptance into school. It is the responsibility of the school district's local homeless coordinator to arrange transportation for the homeless student and family to go to the health department if they have no transportation. The disclosure and exchange of information and records pertaining to the child's immunization status is now allowed, without written release of the parent or guardian, for those who need this information.

Providing Comparable Services in Regular Programs: Because of the temporary nature of their school enrollment, homeless students are often denied access to programs available to other students. Homeless students should be given the opportunity to participate in all available school programs. These programs may include, but are not limited to, transportation services, counseling programs, elective classes, incentive grant programs, fine arts classes, and industrial/vocational classes, gifted and talented programs, and school nutrition programs.

In the case of a homeless student who is a member of a minority group, Title VI of the Civil Rights Act of 1964 provides that these students may not be discriminated against in the assignment to schools, classes, programs, or activities. The McKinney-Vento Act provides that homeless students may not be isolated or stigmatized because of their homelessness.

Providing Comparable Services in Special Programs: Children who suffer the effects of homelessness are often moved from town to town and school to school. As a result of the rapidly changing and transient lifestyle imposed upon them, these children may not receive the special services to which they are entitled, or for which they have great need. The McKinney-Vento Act requires that homeless children are entitled to these comparable services regardless of the permanency of their residence in the district. These services include programs for children with disabilities and educational programs for students with limited English proficiency.

TRANSPORTING HOMELESS CHILDREN

Intra-District Transportation: The attendance center is assigned by local school district officials for each pupil residing within its boundaries. If a student becomes homeless during the school year and temporarily resides in a different attendance area, the parent, guardian, or unaccompanied youth and the district Homeless Coordinator should decide whether or not it is in the student's best interest to remain at the school of origin. Local district policy determines at what distance (less than 3 1/2 miles) the school district will provide transportation for its pupils. Therefore, depending upon each local district's policy, transportation may be provided and state aid claimed for transporting the homeless student to and from the school of origin.

State transportation aid can be claimed and paid on all pupils living one (1) mile or greater from their assigned attendance center.

Pupils living less than one (1) mile from their assigned attendance center may be transported by the district, however, no state aid can be claimed for these pupils.

Inter-District Transportation: When the school of origin is in a school district different from the one in which the homeless student is temporarily residing and a determination is made that the student should remain at the school of origin, transportation may be provided. A contractual agreement must exist between the resident school district and the school district in which the school of origin is located, for the intention of transporting the homeless student. Both districts must equally split the cost of transporting a homeless student to the school of origin, or if the school of origin is not determined to be in the best interest of the child, to the school of best interest. (Refer to the Homeless Transportation Reimbursement flow chart.) It is, however, the resident district's responsibility to fill out and submit the homeless transportation reimbursement form to our department for both districts involved. If only the resident district is involved then the district submits the reimbursement form to our department for the amount of excess cost of transporting the homeless student. This applies to all cases of homeless transportation reimbursement except when the resident district has a homeless

grant, then the non-grant district is responsible for filling out and submitting their own homeless transportation reimbursement form. (State on the form that the resident district had a homeless grant.) **Homeless Transportation Reimbursement requests must be from the current fiscal year and must be submitted after the actual transportation has occurred. No prior year's reimbursement will be funded.**

The resident school district may claim state aid for providing transportation through a variety of options:

- A. the resident school district may provide the transportation;
- B. the resident school district may contract with the school district of attendance to have it provide the transportation; or
- C. the resident district may contract with a school bus contractor, taxi cab company, homeless shelter, or an individual with the proper license/permit to provide the transportation to and from the assigned attendance center. **NOTE: Refer to page nine in this manual for guidance concerning pupil transportation in vehicles other than school buses.**

Claiming State Transportation Aid: The transportation of a homeless student will be treated and reimbursed at the same rate as all other pupil transportation expenditures. The resident district must have route miles on its Route Approval Report submitted to the local board of education for approval and on the Application for State Transportation Aid (as with any other route mileage); and the expenditures must be reported on the Annual Secretary of the Board Report in an appropriate transportation line.

HOMELESS CHILDREN & YOUTH GRANT FUNDING

School Districts may apply for funding based on the number of homeless children and youth being educated in the district up to a maximum level of \$400 per homeless child. The minimum amount of an approvable grant is \$8,000. The maximum amount any district may apply for is \$150,000 (375+ students) regardless of the number of homeless children and youth being educated in the district.

ALLOWABLE USAGE OF FUNDS

- to defray the excess cost of transportation to enable homeless students to attend their school of best interest;
- for services and assistance to attract, engage, and retain homeless children and youths and unaccompanied youth in public school programs and services provided to non homeless children and youth;
- tutoring, supplemental instruction, enriched educational services that are linked to the achievement of the same State content and performance standards as for other children or youth;
- to expedite evaluations of strengths and needs of homeless children and youth;
- professional development and other activities for educators and pupil services personnel to heighten the understanding of homeless children and youth;
- referral services to homeless children and youth for medical, dental, mental and other health services;
- before and after school mentoring and summer programs for homeless children and youth in which a teacher or qualified individual provides tutoring, homework assistance and supervision of educational activities;

- where necessary, the payment of fees and other costs associated with tracking, obtaining, and transferring records necessary to enroll homeless children and youth in school;
- developmentally appropriate early childhood education programs not otherwise provided through Federal, State or local funding for preschool-aged children;
- education and training to the parents of homeless children and youth about the rights and resources available to such children and youth;
- the coordination between schools and agencies providing services to homeless children and youth, including programs funded under the Runaway and Homeless Youth Act;
- pupil services (including violence prevention counseling) and referrals for such services;
- activities to address the particular needs of homeless children and youth that may arise from domestic violence;
- the adaptation of space and purchase of supplies for nonschool facilities to serve the needs of homeless students;
- school supplies, including those supplies to be distributed at shelters or temporary housing facilities or other appropriate locations;
- other extraordinary or emergency assistance needed to enable homeless children and youth to attend school.

HOMELESS CHILDREN AND YOUTH TRANSPORTATION REIMBURSEMENT

Funds have been set-aside at DESE for the reimbursement of the excess cost of transporting homeless children and youth to the school of origin/best interest. These funds are reserved for the districts that did not receive a homeless grant. Districts receiving a homeless grant should include transportation reimbursement into their original grant.

This form is to be completed by the resident district for both school districts that will be equally sharing the cost of providing transportation services for homeless children and youth to the school of origin/best interest.

The transportation form and the instructions are located on the Discretionary Grants' web site. For further information or a copy of the form, please call the State Homeless Coordinator in the Discretionary Grant Section at 573-522-8763. For assistance with completing the transportation reimbursement form, please call the Federal Financial Management Section at 573-751-4420.

STAFF DEVELOPMENT FOR TEACHERS

Professional development activities should be provided for school personnel that are designed to heighten their sensitivity to the needs of homeless children and youth, the rights of such children and youth, and the specific educational needs of runaway and homeless youth. Homeless children and youth must not be isolated or stigmatized, and teachers and other school personnel must feel comfortable working with them and their families if they are to make them feel safe and welcome in the school. A school district may provide their district's staff with professional development activities provided by knowledgeable shelter personnel or staff from other school districts. A training package, including short videos and manual, and brochures and posters are available at no cost for use with faculties or small study groups.

These items may be obtained by visiting the DESE web site at:

<http://www.dese.state.mo.us/divimprove/fedprog/discretionarygrants/homeless/index.html> or by calling Federal Discretionary Grants at 573-522-8763.

MAINTENANCE OF FISCAL EFFORT

School districts may receive funds under the Homeless Children and Youth Program without penalty only if the combined state and local expenditures for free public education for any fiscal year was not less than 90 percent of the combined state and local expenditures for the prior fiscal year. DESE determines maintenance of fiscal effort using data from the Annual Secretary of the Board Report.

USE OF TITLE I FUNDS

A child or youth who is homeless and is attending any school in the district is eligible for Title I services.

Title I of the Elementary and Secondary Education Act (ESEA) targets those students most at risk of failing in school. Among students at risk of school failure are children and youth experiencing homelessness.

Local Title I funds may be used to:

- help students at risk of failing achieve high state standards. Examples of services may include: extended days/learning opportunities, homework clubs, Saturday schools, early morning tutoring, summer intercessions, summer academic camps;
- transportation to maintain original school of residence;
- coordination of services with shelters or other homeless service providers as appropriate;
- teacher training on strategies for assisting homeless, sensitivity to issues, confidentiality
- supplies for class and homework; paper, pencils, notebooks, book bags, locks for lockers, uniforms, basic hygiene supplies, laminated copies of school records for portability;
- home/school homeless student coordinator services;
- counseling/case managed services to help students deal with chronic stress of homelessness when all other available resources are exhausted.

Homeless Transportation Reimbursement

Homeless Transportation Reimbursement may be requested only after transportation services have been received. Districts may not request projected amounts in advance. DESE will process Homeless Transportation Reimbursement requests on the 15th and on the last day of each month.

Definitions

Non-Grant districts are those districts that do not have the homeless grant. Grant districts are those districts that do have the homeless grant.

State Transportation Rate

The state transportation reimbursement rate is determined by the following computation of data from the state transportation worksheet and can be found on this website: <http://www.dese.state.mo.us/divadm/trans/ReportIndex.html>

Adjusted Reimbursement Rate = Reimbursement Rate (Line 48 divided by Line 38) *Appropriation Cap Adjustment Percentage (Line 53)

2 non-grant districts

Resident district submits one reimbursement form for both districts. (Costs will be split equally between the two districts.) DESE will reimburse both districts one-half of the transportation costs minus their state transportation reimbursement amount.

1 non-grant and 1 grant district

Non-grant district submits one reimbursement form for one-half of the transportation costs. DESE will reimburse that district for one-half the transportation costs minus their state transportation reimbursement amount.

Grant district may not apply for homeless transportation reimbursement.

Resident non-grant district transporting within district

Resident district submits reimbursement form for total transportation costs minus state transportation reimbursement.

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William F. Goodling Even Start Family Literacy Program
Title I, Part B of the No Child Left Behind Act of 2001

Specific Guidelines

INTRODUCTION

The purpose of Even Start is to help break the cycle of poverty and illiteracy by improving the education opportunities of the Nation's low-income families through the integration of early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. The Even Start Family Literacy program is for family-centered education projects to help parents gain the literacy and parenting skills they need to become full partners in the education of their young children. The program is to be implemented through cooperative projects that build on high quality existing community resources to create a new range of services. Even Start is a developmental demonstration program in which local agencies (often called eligible entities) are encouraged to test new, innovative ways based on scientifically based reading research to implement family literacy programs within the general Even Start structure. These local programs are to serve as models that can be replicated by other interested agencies.

EVEN START FAMILY LITERACY COMPONENTS

An Even Start Family Literacy program **must build on and not duplicate** existing resources. This program will coordinate the available resources and add needed services to provide comprehensive, integrated family literacy services for the whole family.

The hours suggested for each program element listed below are standards that were set by the state of Missouri that are based on Federal requirements.

Meeting or exceeding a standard is a mark of a good program and is suggested to be strived for.

- **Adult Literacy:** The Adult Literacy component must include life skills, job readiness skills, basic literacy skills, basic academic skills, and preparation for the General Education Development (GED) diploma. This component must be collaborated with the Adult Basic Education (ABE) program. The adult literacy component must be provided by the established ABE program serving the area. Instruction and materials for the Adult Education component of the program can be supplemented with Even Start funds. The most important source of funds for the adult component of a family literacy program is the Adult Education Act. The three most common types of instruction supported through adult education grants are: ABE for basic literacy services for adults whose skills are below the eighth-grade level; Adult Secondary Education (ASE) for services designed to prepare students to obtain a high school equivalency diploma; and English as a Second Language (ESL) for services for adults with limited English proficiency. The Adult Literacy component should be offered a minimum of 48 hours per month. Student progress will be assessed regularly and frequently and in comparison to his/her literacy levels at program entry. Instruction and assessment will, whenever possible, be carried out in the context of meaningful tasks. Program format, schedule, location, entry options, and support services (such as child care and transportation) will reflect the needs of local learners.
- **Early Childhood Education:** The Early Childhood Education component must be developmentally appropriate for the ages of children served and may be provided only while the parents are attending the Even Start components of adult literacy, parenting

education, and PACT time, so the need for child care is not a barrier to parental participation. Appropriate childcare services must be provided for children, ages birth through the age of seven and should be offered a minimum of 80 hours per month. Recognizing that young children who are living in circumstances that place them at greater risk of school failure (including poverty, low level of maternal education, maternal depression, and other factors) are much more likely to succeed in school if they attend well-planned, high quality early childhood programs, the Early Childhood Education component will advance emergent literacy skills through developmentally appropriate literacy and pre-literacy activities. (Emergent Literacy is an instructional philosophy based on the premise that literacy learning begins at birth and is encouraged through participation with adults in meaningful activities.) The physical environment, adult-child ratio, and staff certification will all meet or exceed minimum required standards for certification and licensure. Curriculum design and classroom environment will be language rich and interactive, will nurture development of problem-solving skills and will provide opportunities for child-initiated learning. A commitment to continuity of quality education will be reflected in the program's recognition of Early Childhood staff as professionals deserving of a living wage, health insurance, and on-going training and educational opportunities.

- **Parenting Education:** The parenting education component must include individual and group meetings for Even Start parents in the areas of child development, parenting skills, discipline, at-home activities, family health, and mental health. This component reinforces efforts in all other components and should be a minimum of 24 hours per month. Parenting Education will provide information, instruction, and support for parents regarding how to be their child's first teacher and partner in education. Children will gain additional advances in their emergent literacy skills through the anticipated improvements to their home environment resulting from parental exposure to information in literacy and child development. Current resources for parenting education include the state-funded Parents As Teachers (PAT) program, which provides services for families with pregnant teens and children birth to age five (5) and the voluntary Practical Parenting Partnerships (PPP) program, which provides parenting education for parents who have children in elementary school through high school.
- **Parent and Child Together Time (PACT):** A regularly scheduled time must be built into the Even Start schedule when parents and children work together on educational activities. These activities are to be the choice of the children with parents supporting that choice. This component should be offered a minimum of 20 hours per month. During PACT time staff will provide parents with materials and techniques to support their children's learning in the home as well as education and encouragement for parents in their role as advocates in their child's formal education experiences. This will be time when the Even Start staff can observe the progress being made in parent/child interaction and model learning strategies. This component reinforces efforts in all other components.
- **Home-Based Activity:** Research indicates that at-risk families benefit from more contacts with the program staff, and home visits help with continued participation for the families. These visits can be completed by the adult educator, the PAT parent educator, or by an Even Start Family Literacy educator who is PAT-trained or PPP-trained. This component reinforces efforts in all other components. Recognizing that some families may require a transition period before they are comfortable with and committed to home visits, alternate locations such as libraries, can be utilized temporarily if the family is initially uncomfortable with the visit occurring in the home. Home visitors will demonstrate sensitivity to family culture and respect family boundaries. Ideally, home visitors will speak the first language of the family or involve collaborators who share linguistic and cultural backgrounds of the family. Home visitors will utilize materials and approaches appropriate to the family and will

seek transfer of home visit activities to daily interactions between parent and child. A minimum of one visit per month should be scheduled for each participant for every month he/she participates in the Even Start program.

In addition to finding ways to successfully deliver the basic components of Even Start, an Even Start program will strive to accomplish the following:

- To identify and recruit families most in need of family literacy services as indicated by low levels of income, low levels of adult literacy or English language proficiency of the eligible parent(s), and other need-related indicators. Other need-related indicators might include factors such as handicapping conditions, homelessness, and chronic unemployment;
- To screen and prepare parents, including teenage parents and children, to enable them to participate fully in Even Start activities and services, including testing, referral to necessary counseling, other developmental and referral services, and related services;
- To design a flexible program to accommodate participants' work schedules and other responsibilities, including the provision of Even Start activities when those services are unavailable from other sources. These services might include child care for children birth to seven for the period that parents are involved in the Even Start project, meals for participating parents and their children, transportation to enable parents and their children to participate in the Even Start project, and scheduling and location of services to allow joint participation by parents and children;
- To provide high-quality instructional programs that promote adult literacy, empower parents to support the educational growth of their children, and provide developmentally appropriate early childhood education services that prepare children for success in regular school programs;
- To provide family literacy and collaborating agencies' staff (including child care staff) training to develop the skills necessary to work with parents and young children in the full range of instructional services;
- To provide the operation of services on a year-round basis, including the provision of some program services, instructional and enrichment, during the summer months;
- To coordinate Even Start services with other Title I programs, any relevant programs under the Adult Education Act, the district Parents As Teachers program, the Individuals with Disabilities Education Act, the Job Training Partnership Act (JTPA), the Head Start program, volunteer literacy programs, and other relevant programs;
- To use instructional programs based on scientifically based reading research for children and adults. This includes reading readiness activities for preschool children to ensure children enter school ready to learn to read;
- To encourage participating families to attend regularly and remain in the program a sufficient time to meet their program goals;
- If applicable, to promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;
- To ensure that the program will serve those families **most in need** of Even Start Family Literacy activities and services;
- To provide for an independent evaluation of the program to be used for program improvement;
- To develop effective ways of assisting children and their families in making successful transition from preschool programs into the regular school program. This involves facilitating communications between the family and the school and helping the family take advantage of all the appropriate programs offered at the school.

STAFF QUALIFICATIONS

For existing programs current staff whose salaries are paid, in whole or in part, with Federal funds they will ensure that the:

- majority of the staff providing academic instruction obtain an associates, bachelor's or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education and obtain the appropriate state certification within four years of December 31, 2000.
- administrator of the Family Literacy Program receives training in the operation of a family literacy program.
- paraprofessionals who provide support for academic instruction have a high school diploma or its recognized equivalent.

Any new program's staff or new staff hired to existing programs should provide academic instruction to existing programs and obtain:

- an associate, bachelor or graduate degree in a field related to early childhood education, elementary or secondary school education, or adult education and obtain the appropriate state certification.

OTHER COLLABORATIONS NECESSARY FOR AN EVEN START FAMILY LITERACY PROGRAM

Employment Security: The Missouri Department of Employment Security will assist in counties where Even Start programs exist by referring families who meet the Even Start requirements and by assisting in job search activities for those parents who complete the adult education component of Even Start.

Head Start: The Federal government's largest commitment to preschool-age children provides health, education, nutrition, social, and other services to economically disadvantaged preschool children and their parents. Most Even Start programs not only coordinate with Head Start, but actually build on Head Start services. Parental involvement always has been a focus of Head Start and many programs actively promote family literacy. Title IV of the Head Start Act provides funds for Community-Based Family Resource Programs to provide services to promote parental competency and behavior that will lead to healthy and positive personal development of parents and children. In awarding local grants, states must give priority to programs serving low-income communities and programs serving young parents or parents with young children.

Job Training Partnership Act (JTPA): The personnel of the Employment Training Section of the Department will assist Even Start staff in communicating with Job Training programs across the state. This will allow parents in Even Start projects to be referred for job training programs that exist in every part of the state.

Literacy Organizations: Many communities have local volunteer organizations that work to improve the educational level of Missouri's adults. These organizations should be included in the Even Start collaboration and may provide valuable tutoring services to parents in Even Start programs.

Project Construct: Project Construct is an early childhood program developed and sponsored by the Department. It is a process-oriented curriculum and assessment framework for working with children ages three through seven. Materials and training are available to Even Start projects that choose Project Construct for the early childhood component.

Parents As Teachers (PAT): Every school district in Missouri has implemented Parents As Teachers and funding is available through the Department. The program provides for periodic developmental screening for all children from birth to kindergarten entry and parent education for parents with children under kindergarten entry age. Many of the activities included in Parents As Teachers are home-based. Materials and training are available to Even Start projects to use as part of their parenting education component.

Special Education: The Effective Practices Section of the Department funds a special education preschool program for children ages three and four. This program will be available to Even Start families through the school district. The Department also serves as the lead agency for First Steps, a program for infants and toddlers that identifies infants with disabilities and assigns a service coordinator to the family. The service coordinator helps the family identify and make use of all the services available to the children and the family. Even Start programs will have access to the resources of First Steps for those families with children who qualify for First Steps services. Both of these programs support family involvement and can collaborate with Even Start to provide needed services to Even Start families with special needs children.

Title I: Title I.A: Programs for Educationally Disadvantaged Students was enacted to break the self-perpetuating cycle of poverty by providing supplemental instructional services necessary for educationally deprived students. The key elements of the reauthorized Title I focus on high standards for all students, enriched and accelerated instruction, decentralized decision making, improved accountability, strong professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention. Schools may also use Part A of Title I funds to provide necessary literacy training for parents if all reasonably available sources of funding have been exhausted. School personnel are encouraged to work with community agencies to provide health, nutrition, and social services not otherwise available to the children being served. LEAs must reserve at least one percent of their Part A of Title I allocations for parent involvement activities, including family literacy and parenting skills, unless the one percent is \$5,000 or less. Part A of Title I funds may also be used for preschool programs for educationally disadvantaged children who reside in high poverty areas.

Title II: Preparing Training and Recruiting High Quality Teachers and Principals: The purpose of the program is to assist schools in improving the teaching and learning of all students by providing incentives for the recruitment and retention of high quality teachers and principals and intensive high-quality professional development that is tied to the Show-Me Standards; reflects recent research; supports effective teaching of the content areas and of sufficient intensity and duration to have a positive and lasting impact. Part D supports the implementation of effective uses of technology to improve student achievement.

Title III: Language Instructions for Limited English Proficient and Immigrant Students: The purpose of this program includes assisting SEAs and LEAs to build their capacity to establish, implement, and sustain language instruction education programs for limited English

proficient children and to promote parental and community participation in language instruction.

Title IV: 21st Century Schools: The purpose of this part is to support programs that promote safe and drug-free learning environments both in school and during out of school times.

Title VI: Innovative Education Program: This program supports innovative activities such as: programs to combat illiteracy in students, as well as parents and other adults; implementation of reform activities; activities to improve the higher order thinking skills of disadvantaged elementary or secondary students to prevent them from dropping out of school; provision of equipment, software, or professional development in technology that is directly related to implementation of the comprehensive school improvement plan; purchase of instructional materials or computers (including media center materials and services), assessments, and other curricular materials required to promote achievement of the Show-Me Standards; activities to provide for the educational needs of gifted and talented children; school reform activities consistent with the Goals 2000: Educate America Act; and support for Title I activities for school improvement and assessment.

ELIGIBLE APPLICANTS

An Even Start Family Literacy application must be a **partnership** between

- A. one or more Local Education Agency(ies) (LEAs); and
- B. one or more nonprofit community based organizations, public agency(ies) other than an LEA, institution(s) of higher education, or public or private organization(s) other than an LEA of demonstrated quality. **Note:** The Missouri State Constitution limits the manner in which funds may be distributed to religious organizations. For further guidance, contact the Federal Discretionary Grants section.

A partnership may take a number of different forms. However, in each case, the partners must clearly define their respective roles and functions, identify the partner that will serve as the fiscal agent, and agree in writing to any required assurances and authorizations.

ELIGIBLE PARTICIPANTS

Even Start Family Literacy participants must have at least one eligible parent and one eligible child, as described below, participating together.

Parents: To be eligible, an adult must be the “parent” of an eligible child and either be:

- 1) eligible to participate in adult basic education programs under the Adult Education Act; or
- 2) within the State’s compulsory school attendance age range, so long as the LEA provides or ensures the availability of the basic education component as required by statute. A teen parent has to be considered most in need of the Even Start Family Literacy services.

The definition of “parent” includes a biological or adoptive parent, or a legal guardian or other person standing “in loco parentis.” “In loco parentis” means a person acting in place of a parent or legal guardian and may include a grandparent, stepparent, aunt, uncle, older sibling, or other person either (1) with whom the child lives or (2) who has been designated by a parent, legal guardian, or by the court to act in place of the parent, legal guardian, or the court.

Children: A child or children from birth through the age of seven of any individual described above.

CONTINUING FAMILY ELIGIBILITY

A family is no longer eligible to participate in Even Start two years after the youngest child reaches the age of eight or after all participating parents are no longer eligible for adult basic education services under the Adult Basic Education Act, whichever occurs first.

For example, in the case of a family whose ineligibility is due to all children reaching the age of eight, the family may continue to participate for two years or until the parent becomes ineligible because of educational advancement, whichever occurs first. In the case of a family whose ineligibility was due to the educational advancement of the parent, the family could no longer participate after all children in the family reach the age of eight.

Children over the age of 7 may participate in program services if collaboration exists with a program under Title I, Part A of the ESEA, and Title I part A funds contribute to the cost of providing Even Start program services to those children, so long as the focus of the program continues to remain on families with young children.

Transportation in Vehicles Other Than School Buses: Refer to page nine in this manual for guidance concerning pupil transportation in vehicles other than school buses.

Student Privacy and Social Security Numbers: Refer to page seven for information regarding these guidelines.

ALLOWABLE USES OF FUNDS

Even Start Family Literacy funds may be used only to supplement, not supplant, the level of funds that would be made available from nonfederal sources in the absence of these funds. These funds must be used to expand the educational opportunities for individuals in the Even Start Family Literacy Program and should not be used to fund basic education services that are required by state law.

Even Start funds may fund parent meetings and/or support groups for Even Start parents in addition to those that Parents As Teachers (PAT) and/or Practical Parenting Partnerships (PPP) provide.

Because Adult Basic Education (ABE) is funded according to the number of contact hours each student spends in class, it may be necessary to supplement the ABE component for a short period during the start-up of the program. It may also be helpful to pay the ABE teacher a stipend from Even Start funds so that he or she has time to spend as a member of the Even Start team as the staff works to integrate services and curriculum for families. Even Start funds may supplement existing adult literacy programs with additional activities or at the time when the enrollment becomes so low that the regular ABE program would close the site.

Salaries (6100): may include full- and part-time, professional and support staff of the program.

Employee Benefits (6200): may be included for positions funded by the Even Start Family Literacy funds. Benefits must be the same as those provided to other employees of the applying entity.

Purchased Services (6300): may include expenses for personnel not on the program's payroll, and for services required by the program. The following may fall under this category:

- professional and technical services (for attendance at staff meetings, mental health, health, dental, etc.)
- instructional (not covered by other programs such as adult education, Parents As Teachers)
- participants, program staff, and collaborating agencies staff services
- audit, local evaluation, participation in national evaluations, the Even Start Family Literacy Program Information System, data processing, and like services
- property services (cleaning, repairs, maintenance)
- transportation (contracted and noncontracted)
- staff travel
- insurance (other than employee benefits)
- communication (advertising, printing)
- other (contracted food services)

Materials and Supplies (6400): are amounts paid for expendable items that are consumed or worn out or become part of more complex units or substances. These include:

- general supplies
- textbooks (free and regular)
- library books, periodicals, resource materials
- food (items usually claimed on the School Food Service Reimbursement form)
- utilities (electric, gas, phone)
- other supplies and materials

Capital Outlay (6500): includes equipment costing more than \$1,000.

- can be budgeted for minor remodeling of a facility that will be used for the program activities
- regular equipment
- instructional equipment
- computer technology (prior approval)
- other capital outlay

FUNDING

The minimum budget must be at least \$75,000 and not exceed \$200,000 for new first-year grantees. The minimum Even Start (Federal) portion of the budget must be at least \$52,500 for ninth through subsequent years. For each application, the funds listed in the match column must be in addition to the Even Start portion and must be equal to the percentage required for the grant year.

The Even Start Family Literacy regulations require the project to match funds with a steadily decreasing maximum Federal share according to the following table:

Years	Even Start (Federal) portion	Remaining Matching Funds	Compete / Renew
1	90%	10%	Compete
2	80%	20%	Renew
3	70%	30%	Renew
4	60%	40%	Renew
5	50%	50%	Compete
6-8	50%	50%	Renew
9	35%	65%	Compete
10	30%	70%	Compete
11 & Subsequent	27%	73%	Compete

After the first year, the first year's federal share shall be the baseline for determining the maximum federal share for subsequent years.

After its 8th year a program choosing to:

- redevelop its focus and make a partial but significant change in partnership is eligible to compete for funding as a first year grant.
- maintain its focus but completely develops a new partnership is eligible to compete for funding as a first year grant.
- maintain its current focus and partnership may compete for 9th year funding at a maximum of 35% federal share.

The goal of an Even Start Family Literacy Program is to become self-sufficient by the end of year 4 or year 8. The remaining costs of a program may be provided in cash or in kind, and may be obtained from any source, including other Federal funds. In-kind donations must be documented. Some examples of documentation are:

- a bill submitted by the in-kind donator with the amount of the items or the services listed and a notation that the time or services are being donated to the project;
- a bill or invoice listing the actual cost of materials and supplies provided by a source outside the Even Start program that are "over and above" the normal materials and supplies provided to the personnel involved in the project.

END-OF-THE-YEAR-REPORTING

The Even Start Family Literacy Program must conduct an independent local evaluation and complete reporting information for DESE within 60 days of project ending date. Reporting information for DESE includes submitting a copy of the local evaluation and the data collection form that can be found on our website.

Local evaluations should include one surprise finding, an area that needs attention, evidence of planning for continuous program improvement, and one significant planned outcome.

Each applicant will ensure that the evaluation of the program will reflect the **National Indicators of Program Quality** (listed below) and the **Missouri Family Literacy Indicators of Program Quality and Standards of Performance** (listed on the DESE web site at <http://www.dese.state.mo.us/divimprove/fedprog/discretionarygrants/evenstart/index.html>)

National Indicators of Program Quality

Adult Education:

- achievement in the areas of reading, writing, English language acquisition, problem solving and numeracy
- receipt of a high school diploma or a general education diploma
- entry into a postsecondary school, job retraining program, or employment/career advancement, including the military.

Child Education:

- improvement in ability to read on grade level or reading readiness
- school attendance
- grade retention and promotion